DOCUMENT RESUME

ED 232 927 SO 014 810

TITLE	Reference Sheet on Psychology and Sociology.
INSTITUTION	ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
PUB DATE	Mar 82
NOTE	13p.; The order blank, list, and brochure referred to on page one are not included with the document.
PUB TYPE	Information Analyses - ERIC Information Analysis Products (071) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Educational Games; *Instructional Materials; Nonprint Media; Professional Associations; *Psychology; *Resource Materials; Secondary Education; Simulation; *Sociology; Textbooks
IDENTIFIERS	PF Project

ABSTRACT

Teaching psychology and sociology is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 9 citations from "Resources in Education" (RIE); (2) 11 citations from "Current Index to Journals in Education" (CIJE); (3) 39 commercially available "Student and Teacher Materials" (11 textbooks, 6 supplementary print materials, 11 multimedia materials, 4 games and simulations, and 7 teacher resources); (4) 3 related professional organizations that may prove helpful in this area; and (5) 3 journals and newsletters. (DC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

ERIC/ChESS

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED232927

REFERENCE SHEET ON PSYCHOLOGY AND SOCIOLOGY

ERIC Clearinghouse for Social Studies/Social Science Education Boulder, CO

FROM ERIC/ChESS TO YOU . . .

This reference sheet is provided as a service of ERIC/ChESS. It is intended to indicate the variety of useful materials available by listing a sampling of current materials and resources representing various educational strategies and a diversity of developers or publishers. It is our hope that this document will assist you to broaden your search for appropriate, stimulating, and pedagogically sound educational materials. We welcome your interest and hope that ERIC/ChESS may be of further service to you in the future.

WHEN YOU ARE READY:

--to order ERIC documents, write:
ERIC Document Reproduction Service
Computer Microfilm International Corp.
P.O. Box 190
Arlington, VA 22210
(See enclosed order blank)

--to do a search through ERIC:
locate a resource center maintaining an ERIC collection from the enclosed list, and select documents under the descriptors Psychology or Sociology.

--to have a computer search done on your topic:
fill in the enclosed computer search service brochure and mail back to ERIC/ChESS.

****

If you have any further questions or need information on any topic in the area of social studies/social science education, please let us know by letter to ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302, or by phone (303) 492-8434.

CONTACT A PROFESSIONAL ORGANIZATION

American Psychological Association
Educational Affairs Office
1200 17th Street, N.W.
Washington, D.C. 20036

American Sociological Association
1772 N Street, N.W.
Washington, D.C. 20036

Special Interest Group on Psychology
National Council for the Social Studies
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

****

JOURNALS AND NEWSLETTERS

High School Psychology Teacher
American Psychological Association
(see address above)

Teaching of Psychology
McAlester Hall
University of Missouri
Columbia, Missouri 65201

Teaching Sociology
Sage Publications, Inc.
275 South Beverly Drive
Beverly Hills, California 90212

****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

March 1982

SP014810

WHAT'S AVAILABLE FROM ERIC?

Current documents in social studies and social science education are abstracted, indexed, and announced in RESOURCES IN EDUCATION (RIE). All documents must be ordered from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210, unless otherwise noted. Both microfiche (MF) and paper copy (PC) price codes are listed. When ordering, be sure to list the ED number, specify either MF or PC, and enclose a check or money order. Postage must be included. See the enclosed EDRS order form or RIE for prices and postal rates.

ED 202 765. U.S. POPULATION DATA TEACHING PACKAGE. 1981. 26 pp. EDRS price: MF01 plus postage; PC not available from EDRS. Available from Population Reference Bureau, Inc., Box 35012, Washington, D.C. 20013 ($2.00).

This document contains teaching materials on the 1980 census data for use with secondary students. The primary objective of the materials is to give students a statistical snapshot of their country today. Major population trends of the 1970s, migration and immigration patterns, national racial composition, and population density are among the topics about which data is presented. Questions and exercises to help students analyze the information are included.

ED 200 464. AN EXAMPLE OF THE QUALITY OF STUDENTS' UNDERSTANDING: INITIAL CONCEPTIONS OF PSYCHOLOGY, by Graham Gibbs and others. 1980. 13 pp. EDRS price: MF01/PC01, plus postage.

This paper discusses a survey undertaken to determine conceptions of psychology held by British college students in an introductory social science course. Responses to an open-ended question regarding how psychologists might improve the efficiency of gas station attendants revealed nine conceptions about the role of psychologists: (1) personnel officers/career guidance counselors, (2) arbitrators, (3) witch doctors, (4) organization and management consultants, (5) community workers, (6) environmental psychologists, (7) market researchers, (8) social psychologists, and (9) motivators. Students perceived psychology as a discipline based on subjective and intuitive rather than objective and scientific processes. The authors assert that educators will improve students' understanding of key ideas in psychology--whether at the college or precollege level--if they take into account the nature of pre-course conceptions of the discipline when designing their courses.

ED 196 775. HIGH SCHOOL PSYCHOLOGY: BIBLIOGRAPHY, NEWSLETTERS, FACTS AND FIGURES, by Robert J. Stahl and Pamela Hronek. 1980. 70 pp. EDRS price: MF01/PC03, plus postage.

This document contains a bibliography of precollege psychology textbooks, a newsletter and historical correspondence of the NCSS special interest group of psychology educators, and the results of a comparative study of high school psychology teachers certified in social studies, in guidance counseling, and in all other areas. The bibliography contains complete bibliographic information for each text listed.

ED 196 758. A GUIDED DESIGN SYSTEMS APPROACH TO TEACHING SOCIOLOGY, by Terrence H. Scout. 1980. 20 pp. EDRS price: MF01 plus postage; PC not available from EDRS.

This paper explains how a sociology teacher used a guided design approach to teach students in an introductory college sociology course about the process and content of sociology and about problem solving. In this approach, which could be adapted to the secondary level, topics are presented as problems which students can solve by using prepared reading materials and by gathering additional information. Students follow 12 basic steps in addressing each problem: gathering information, identifying the problem, stating objectives, stating constraints and assumptions, generating possible solutions, making a decision, analyzing, synthesizing, evaluating the solution, reporting results and making recommendations, implementing the decision, and checking results.

ED 195 459. SOCIOLOGY AND EXPERIENTIAL LEARNING, by Joseph R. Demartini. 1980. 24 pp. EDRS price: MF01/PC01, plus postage.

Differences between classroom and experiential learning are outlined and two methods for

incorporating experiential education programs into existing sociology curricula are suggested. The two methods described are (1) a form of hypothesis testing in which students begin with the problem at hand and translate it to an abstract level and (2) altering the purpose of sociology instruction to involve attempts to change the world through action in it.

ED 194 439. THE CITY AS INSTRUCTIONAL TOOL IN NEW DIMENSIONS OF LEARNING, by Fumiko Hosokawa. 1979. 18 pp. EDRS price: MF01/PC01, plus postage.

This paper analyzes an instructional approach based on a student-designed and -constructed model of a city and describes how this approach was used in a sociology class on ethnic relations in the city. The major objective of this approach is to bring social life into the classroom. Students are directed to solve futuristic and complex problems using the objects in the model environment. The teacher's role is largely facilitative.

ED 188 977. THE PERSON AND THE PLANET: A PROBLEMS COURSE, by Florence Widutis. 1980. 51 pp. EDRS price: MF01/PC03, plus postage. PC also available from Planetary Citizens, 777 United Nations Plaza, New York, New York 10017 ($4.00).

This curriculum guide presents five units which explore individual growth and self-assessment and their relationship to global problems. The one-semester course is designed for senior high school students or college freshmen and sophomores. The guide's five units focus on self-assessment, human relations problems, and ways to integrate the personality; transpersonal psychology; global problems and problem-solving techniques; student teaching; and organizing for social action.

ED 186 344. A RATIONALE FOR THE TEACHING OF PSYCHOLOGY IN THE HIGH SCHOOLS, by Richard A. Kasschau. 1979. 15 pp. EDRS price: MF01/PC01, plus postage.

The author presents a rationale for adding psychology to the high school social studies curriculum. Also, changes within the environment of secondary schools which affect educators' willingness to offer psychology courses are identified. The rationale for including psychology in high school is based on four major premises--that it is already taught successfully in many schools, offers high school students a chance to work with a scientific discipline before college, prepares students for a service-oriented society, and can help students adjust to society.

ED 168 931. ETHICAL GUIDELINES FOR TEACHING PSYCHOLOGY AT THE SECONDARY SCHOOL LEVEL. 1979. 10 pp. EDRS price: MF01/PC01, plus postage.

Approved by the American Psychological Association (APA), these guidelines are designed to help high school psychology teachers make decisions related to ethical problems in their classrooms. The guidelines cover three areas: the use of animals in school science behavior projects, the use of human participants in research or demonstrations conducted by high school students, and ethical guidelines for teachers.

JOURNAL ARTICLES

Annotations of articles from journals covered in the ERIC system follow. All annotations appear in the Current Index to Journals in Education (CIJE), which is published on a monthly basis and is available at libraries throughout the country. In those cases where the journal annotation is not sufficient and the reader wishes to read the original article in its entirety, the reader must locate the appropriate issue of the journal in a library or on the newsstand. School, university, and public libraries are particularly good sources. If noted, reprints are available from University Microfilms (UMI), P.O. Box 1764, Ann Arbor, Michigan 48106.

EJ 244 713. "Learning Sociology and Assessing Critical Thinking," by Paul J. Baker. TEACHING SOCIOLOGY, volume 8, number 3, pp. 325-363, April 1981.

The author reviews the work of philosophers, educators, and sociologists who have examined critical thinking as central to the learning process. He suggests three strategies to improve the sociology teacher's capacity to assess

critical thinking: a survey of existing instruments, development of analytic tools to assess existing test items, and teacher-developed evaluation materials.

EJ 244 708. "The Hidden Curriculum in the Classroom," by Roger Fielding. TEACHING POLITICAL SCIENCE, volume 8, number 3, pp. 319-338, April 1981.

Fielding reports a study which focused on students' perspectives and the hidden curriculum of the sociology classroom. Results indicate that most students saw little relevance in sociology to the world outside the classroom. The hidden curriculum still placed high status on knowledge defined by the teacher and low status on students' own experiences.

EJ 235 268. "An Inexpensive Animal Laboratory Course," by Charles S. Weiss. TEACHING OF PSYCHOLOGY, volume 7, number 3, pp. 193-195, October 1980. Reprint available from UMI.

This article describes an animal laboratory course using male Siamese fighting fish. The necessary equipment is inexpensive, compact, and permits students to conduct a wide variety of behavioral investigations.

EJ 235 267. "Tying It All Together: Research, Concepts, and Fiction in an Introductory Psychology Course," by Lita Linzer Schwartz. TEACHING OF PSYCHOLOGY, volume 7, number 3, pp. 192-193, October 1980. Reprint available from UMI.

The author describes an introductory psychology course based on a traditional text and study guide as well as a novel about cults. One objective was to enable students to make informed decisions about cults.

EJ 235 230. "Past, Present, and Future: A Classroom Exercise on Family Change," by Evellyn Hendrix and F. Dale Brown. TEACHING SOCIOLOGY, volume 8, number 1, pp. 39-46, October 1980.

The authors report how an exercise on family history and change was incorporated into a sociology class. Information is presented on how questions were raised in students' minds about the validity of their thinking regarding family life and on how to stress the relevance of the past in understanding the present state and future course of the family.

EJ 235 228. "'Teaching Sociology' on Teaching Sociology." TEACHING SOCIOLOGY, volume 8, number 1, pp. 3-20, October 1980.

With an eye to improving the quality of research on teaching sociology, the article reviews research on the topic--most of which falls into two categories: (1) presentations and evaluations of innovative teaching strategies and (2) presentation of specific techniques to teach ideas or concepts.

EJ 230 721. "Teaching Psychological Defense Mechanisms: 'The Defense Mechanisms Game,'" by Charles G. Waugh. COMMUNITY COLLEGE SOCIAL SCIENCE JOURNAL, volume 3, number 1, pp. 26-29, Spring 1980. Reprint available from UMI.

The author presents the rules for an educational game in which students reinforce psychology lecture material by creating and dramatizing defense mechanisms such as reaction formation, displacement, and fantasy. Definitions and examples of the various defense mechanisms that can be portrayed are provided.

EJ 230 719. "Self-Paced Mastery Learning Applied to Introductory Sociology," by Frank Higgins and Denis Laplante. COMMUNITY COLLEGE SOCIAL SCIENCE JOURNAL, volume 3, number 1, pp. 7-18, Spring 1980. Reprint available from UMI.

This article describes a self-paced mastery learning process applied to an introductory sociology course in an attempt to correct traditional instructional and grading "malpractices." The article describes course goals and organization, behavioral objectives, grading contracts, teaching techniques, student evaluation and feedback, and the benefits of the mastery learning process.

EJ 228 991. "Topics in Social Psychology: Further Classroom Demonstrations," by Royce Singleton, Jr. and Kenneth W. Kerber. TEACHING SOCIOLOGY, volume 7, number 4, pp. 439-452, July 1980.

The authors present ideas for stimulating students' interest in sociology by involvement activities related to individual versus group decision making, nonverbal communication, romantic love, and ethnic stereotypes. Tips for organizing classroom demonstrations around these topics are presented.

EJ 228 987. "The Great Leap Forward? The Teaching of Sociology 1975-1979 and Beyond," by Charles A. and Paula L. Goldsmid. TEACHING SOCIOLOGY, volume 7, number 4, pp. 373-395, July 1980.

The authors review resources made available from 1975-1979 in various areas of teaching sociology. They also provide a brief historical context for that work, a directory of resources on teaching sociology, and suggestions to people using or developing such resources.

"Psychology for Secondary Schools: The Saber-Tooth Curriculum Revisited?" by Norman A. Springthall. AMERICAN PSYCHOLOGIST, volume 35, number 4, pp. 336-347, April 1980. Reprint available from UMI.

The authors suggest that psychology in secondary schools should include, in addition to academic content, a focus on value development and psychological growth, thus balancing the intellectual and experiential realms.

EJ 224 485. "Twenty-Five Classroom Exercises for Courses in Aging," by Kathleen M. Hynek Dillon and Sara Goodman. TEACHING OF PSYCHOLOGY, volume 7, number 2, pp. 96-99, April 1980. Reprint available from UMI.

The article describes classroom learning activities for a psychology course in aging. How these and other activities can be used to interest students in a career in services for the aged is discussed.

STUDENT AND TEACHER MATERIALS

Materials appropriate for teachers and students follow. Textbooks, curriculum materials packages, simulations, audiovisual programs, student resources, and teacher resources are included. Information for ordering materials is provided in each annotation. Please write directly to the publisher for more information.

TEXTBOOKS

INQUIRIES IN SOCIOLOGY, by Helen Hughes. 1978 (rev. ed.). 390 pp. Grades 9-12.

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Massachusetts 02210
Price: Student text, $12.72; teacher's guide, $14.04.

The purpose of the text is to provide students with direct contact with data to answer three questions addressed by sociologists: (1) What is?, (2) How are things connected?, and (3) Why are they thus connected? Gathering and analyzing data to arrive at reliable interpretations is a core activity of the text's approach.

INVITATION TO PSYCHOLOGY, by Rachel G. Ragland and Burt Saxon. 1981. 544 pp. Grades 9-12.

Scott, Foresman and Co.
1900 East Lake Avenue
Glenview, Illinois 60025
Price: $10.95; teacher's guide, $3.99; worksheets on duplicating masters, $16.80; tests on duplicating masters, $11.22.

INVITATION TO PSYCHOLOGY is an exciting introductory course developed by two high school teachers for secondary students. The content covered in the text's 16 chapters is presented in a way that reflects research results while appealing to a variety of student interests. Course objectives, as well as objectives for each unit, chapter, and lesson, are clearly stated. The teacher's guide discusses a variety of teaching procedures and provides daily lesson plans.

PERSON TO PERSON, by Connie R. Sasse. 1981 (rev. ed.). 392 pp. Grades 8-12.

Bennett Publishing Co.
809 W. Detweiler Drive
Peoria, Illinois 61615
Price: $9.51; teacher's guide, $6.57; workbook, $3.84.

This text provides materials and activities for a one- or two-semester human-relations course. A variety of experiential, small-group, and indi-

vidual learning activities are suggested for each chapter of the text, which begins with consideration of self-awareness and self-acceptance and progresses through relationships with friends and dating partners, family, groups, and coworkers. The materials emphasize both cognitive and affective skills and processes; theories and concepts are illustrated by numerous "real-life" anecdotes.

PSYCHOLOGY: THE HUMAN SCIENCE, by Robert J. Trotter and James V. McConnell. 1978. 653 pp. Grades 11-14.

Holt, Rinehart and Winston
383 Madison Avenue
New York, New York 10017
Price: $13.95; teacher's guide, free with purchase of text; 91 transparency masters, $40.00 or free with orders of 100 or more texts.

The authors have written this introductory text using "psychological technology to enhance learning and comprehension." They have included many visuals, used examples from popular literature and the public press to illustrate aspects of human behavior, provided aids for students to use in understanding vocabulary and reinforcing learning, and indicated how psychology's data can be used in everyday life. The five units of the text examine biology and behavior, cognition, personality, abnormal psychology, and social psychology.

PSYCHOLOGY: ITS PRINCIPLES AND APPLICATIONS, by T.L. Engle and Louis Snellgrove. 1979 (rev. ed.). 444 pp. Grades 11-12.

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017
Price: $11.40; teacher's guide, $3.90; book of student experiments, $4.65.

PSYCHOLOGY: ITS PRINCIPLES AND APPLICATIONS is a basic high school psychology text. It contains a broad, general view of psychology, focusing mainly on human behavior and human growth and development. The most recent (7th) edition contains an increased emphasis on personality theories and disturbances, along with new chapters on the topics of motivation and emotions.

PSYCHOLOGY FOR LIVING, by Garlie A. Forehand and others. 1977. 447 pp. Grades 10-12.

McGraw-Hill Book Co.
1221 Avenue of the Americas
New York, New York 10020
Price: $8.97; teacher's guide, $2.76; study guide, $2.76; tests on duplicating masters, $24.00.

This text is designed for a yearlong introductory psychology course but can also be used in a semester course. The book's 21 chapters are divided into units focusing on human development, basic psychological processes, interpersonal relationships, and mental health and self-realization. Major goals of the book are to give students a "firm foundation in psychological principles and techniques" and to help them develop better understanding of themselves and others.

RELATIONSHIPS: A STUDY IN HUMAN BEHAVIOR, by Helen Gum Westlake. 1980 (rev. ed.). 43[illegible] pp. Grades 11-12.

Ginn and Co.
191 Spring Street
Lexington, Massachusetts 02173
Price: $10.25; teacher's guide, $3.75.

RELATIONSHIPS: A STUDY IN HUMAN BEHAVIOR is a one-year text written for senior high school students of varying abilities. The author's main objective is to "help students understand their own behavior and the behavior of others." The 36 short to moderate-length chapters are organized into four units: "Understanding Ourselves," "Understanding Others," "Understanding Marriage," and "Understanding Parenthood."

SOCIOLOGY, by Paul H. Landis. 1980 (rev. ed.). 474 pp. Grades 11-12.

Ginn and Co.
191 Spring Street
Lexington, Massachusetts 02173
Price: $11.55; teacher's guide, $3.85.

SOCIOLOGY is a comprehensive introductory sociology textbook designed for students in grades 11 and 12. Now in its third edition, the text remains relatively unchanged but is now supplemented by a well-thought-out teacher's guide. The text combines standard textbook prose with numerous case studies, discussion problems, reports and projects, and review questions. The

text's 22 chapters are organized into units covering socialization, social interaction, social organization, cultural and social change, social institutions, and social problems.

SOCIOLOGY: THE SEARCH FOR SOCIAL PATTERNS, by Ira Peck and Larry S. Krieger. 1980. 478 pp. Grades 10-12.

Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632
Price: $10.85; teacher's guide, $10.50 (free with purchase of 25 texts).

This is a basal sociology textbook "designed to turn the study of abstract sociological concepts into down-to-earth concrete learning experiences." The text's two main parts explain the basic concepts and interests of sociology and analyze five social problems: crime, aging, environment, cities and suburbs, and terrorism.

SOCIOLOGY: THE STUDY OF HUMAN RELATIONSHIPS, by Arthur L. Brooke. 1982 (3rd ed.). Grades 9-12.

Harcourt Brace Jovanovich
757 Third Avenue
New York, New York 10017
Price: Contact publisher for information.

This third edition of SOCIOOGY: THE STUDY OF HUMAN RELATIONSHIPS includes new chapters on such issues as adolescence, minorities, sex roles, and the future. It retains the earlier editions' emphasis on sociological tools, methods, and principles, as well as their flexible organization. The text can be used in either one- or two-semester classes.

SOCIOLOGY: UNDERSTANDING SOCIETY, by Peter I. Rose, Penina M. Glazer, and Myron Glazer. 1978. 470 pp. Grades 10-12.

Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632
Price: $9.48; teacher's guide, $3.51.

This flexible text for high school students can be used in quarter-, semester-, or year-long introductory sociology or social problems courses. Major units of the text focus on society and culture, the socialization process, problems of social mobility, and continuity and change. A special unit on the process of conducting sociological research concludes the text.

SUPPLEMENTARY PRINT MATERIALS

CONTEMPORARY CONCERNS OF YOUTH, by Shirley P. Schwarzrock. 1979. Grades 7-12.

American Guidance Service
Publishers Building
Circle Pines, Minnesota 55014
Price: Teacher's guide and book of 85 duplicating masters, $25.00.

This 7-12 supplementary worksheet and discussion program is designed to facilitate personal, emotional, and social development of secondary students. Believing that school should be more relevant to students' lives, the author interviewed high school students to identify important issues and concerns. The resulting program is organized into four main areas: self-awareness, interpersonal relationships, survival skills, and school-related concerns.

EXPLORING AMERICAN CULTURE, by Margaret Segal. 1978. Grades 7-12.

J. Weston Walch
Box 650
Portland, Maine 04104
Price: $17.95.

This spirit duplicating master program provides 42 worksheets with activities to help students explore American culture. Students analyze the cereal they eat, the cars they drive, and the Sunday comics. Students conduct surveys, study primary source materials, and analyze data.

HUMAN BEHAVIOR CURRICULUM PROJECT, developed by American Psychological Association. 1981. Grades 10-12.

Teachers College Press
1234 Amsterdam Avenue
New York, New York 10027
Price: 8 books, 56 to 80 pp., $3.95 each; 8 teacher's guides, $9.95.

The Human Behavior Curriculum Project materials consist of eight modules designed to introduce high school students to the systematic study of human behavior. The modules are NATURAL BEHAVIOR IN HUMANS AND ANIMALS, STATES OF CONSCIOUSNESS,

SCHOOL LIFE AND ORGANIZATIONAL PSYCHOLOGY, SOCIAL INFLUENCES ON BEHAVIOR, CHANGING ATTITUDES, CONDITIONING AND LEARNING, LANGUAGE AND COMMUNICATION, and STUDYING PERSONALITY. Each module includes a student book and a teacher's guide containing detailed instructional procedures and masters for student handouts. Active student learning is encouraged through use of experiments, case studies, and classroom demonstrations.

INDIVIDUAL LEARNING PROJECTS. 1978. Grades 9-12.

Interact
Box 997
Lakeside, California 92040
Price: 22 sets of 5 student guides and 1 teacher's guide, $5.00 each.

The INDIVIDUAL LEARNING PROJECTS were designed to provide materials for individualizing instruction and for integrating instruction with community participation. Several of the topics covered are relevant to both psychology and sociology: society's attitudes toward death; the strengths, weaknesses, and role of the family; loneliness and the sense of community in a mobile society; and right/left brain thinking.

PSI FI ONE: AN ANTHOLOGY OF PSYCHOLOGY IN SCIENCE FICTION, edited by Kenneth Melvin and others. 1977. 350 pp. Grades 10-12.

Random House, Inc.
201 East 50th Street
New York, New York 10022
Price: $4.46.

This reader uses science fiction stories to stimulate students to consider important areas of psychology, including intelligence, learning, development, motivation, emotion, and testing.

WOMEN IN AMERICA: HALF OF HISTORY, by Mary Kay Thompson Tetreault. 1978. 240 pp. Grades 7-12.

Houghton Mifflin
One Beacon Street
Boston, Massachusetts 02107
Price: $4.44.

This is a collection of primary source readings by women about women. The book examines the role of women in American society from colonial times to the present, focusing on sex role socialization, traditional expectations and contemporary alternatives for adulthood, and the role of the working woman--volunteer and paid. Each issue is examined from both historical and contemporary viewpoints. Questions and activities are provided for each reading.

MULTIMEDIA MATERIALS

AMERICAN WOMEN, by Dorothy Jane Riggs, Rita V. Brooks, and James G. Clark. 1980. Grades 7-12.

Coronet Instructional Media
65 East South Water Street
Chicago, Illinois 60601
Price: 6 filmstrips/cassettes and teacher's guide, $119.00.

AMERICAN WOMEN is a six-part filmstrip/cassette program designed to help students become aware of and evaluate various career choices and goals in light of the changing roles and responsibilities of women. In examining the careers of 19 women whose lives span the period from 1860 to the 1980s, the materials present the wide variety of roles played by women during a period of rapid social change. The case studies presented can serve as starting points for open-ended investigation of the political, economic, and creative life of historical and contemporary U.S. society.

ASSOCIATED PRESS SPECIAL REPORTS ON SOCIAL PROBLEMS OF A TECHNOLOGICAL SOCIETY. 1979-1981. Grades 7-adult.

Prentice-Hall Media, Inc.
150 White Plains Road
Tarrytown, New York 10591
Price: series of programs, each containing 2 filmstrip/cassettes, teacher's guide, and masters for worksheets, $62.00 each.

This continuing series uses "the newsgathering and photographic resources" of the AP to present current issues in documentary style. Interviews with nationally and internationally known authorities are an integral part of the programs, which each focus on a particular problem in U.S. society. Sample program titles include THE CHANGING FAMILY and THE NEW IMMIGRANTS.

INSIDE/OUT (Grades 4-6), SELF-INCORPORATED (Grades 7-9), and ON THE LEVEL (Grades 10-12). 1973, 1975, and 1980.

Agency for Instructional Television
Box A
Bloomington, Indiana 47402
Price: Contact publisher for purchase and broadcast options.

These three programs are designed to help students move toward social, emotional, and physical growth. Dramatizations of problems faced by young persons at the target grade levels for each series are presented on videotapes. For example, the junior high program focuses on such topics as peer group pressure, privacy, and dating. A teacher's guide accompanying each program provides useful aids to help teachers maximize students' learning from the program.

INTRODUCTION TO SOCIOLOGY AND ANTHROPOLOGY, by Seth D. Reichlin. 1979. Grades 10-12.

Prentice-Hall Media, Inc.
150 White Plains Road
Tarrytown, New York 10591
Price: Contact publisher for information.

This multimedia program consists of 22 sound filmstrips plus additional readings and activity suggestions. The program emphasizes student comprehension of basic sociological and anthropological understandings and seeks to develop student ability to apply these basic concepts to social and cultural phenomena. Five divergent field situations are presented; students explore work, leisure, youth and adolescence, and aging in each.

MONEY AND VALUES. 1980. Grades 10-adult.

Learning Seed Co.
20250 North Andover Road
Kildeer, Illinois 60047
Price: 2 filmstrip/cassettes and teacher's guide, $58.00.

MONEY AND VALUES is a brief but informative audiovisual presentation on how attitudes toward money are shaped by societal norms, personal and family beliefs, and misconceptions. The objective is to encourage high school students and adults to better understand their own attitudes toward money.

OK TO BE OLD: APPROACHES TO AGING, developed by Jacoby/Storm Productions for the American Health Care Association. 1980. Grades 9-12.

Sunburst Communications
39 Washington Avenue
Pleasantville, New York 10570
Price: 3 filmstrip/cassettes and teacher's guide, $119.00.

OK TO BE OLD is a three-part supplementary filmstrip program designed to help high school students consider and discuss issues related to aging and the elderly. Emphasizing that aging has been a forgotten topic in the schools and society, the developers intend to stimulate students to think about the myths concerning old age, prevailing attitudes toward the elderly, and the problems they face in today's society. Focusing on aging in the United States, the three filmstrips introduce topics such as the causes and roots of these myths, the lifestyle options open to elderly people, and the relationship between young and elderly people.

PERSONALITY THEORIES: EXPLAINING WHO WE ARE. 1981. Grades 11-12.

Sunburst Communications
39 Washington Avenue
Pleasantville, New York 10570
Price: 3 filmstrip/cassettes and teacher's guide, $119.00.

This program of three filmstrip/cassettes briefly presents some selected topics related to personality theory and personality development. Among the topics presented are the psychoanalytic concepts of id, ego, and superego; some behaviorist ideas about personality; sex-role identifications and early training; Erikson's identity crisis notions; and Maslow's concept of self-actualization.

THE PSYCHOLOGY OF MASS PERSUASION, by Kathleen Mayo. 1981. Grades 11-12.

Human Relations Media, Inc.
175 Tompkins Avenue
Pleasantville, New York 10570
Price: 3 filmstrip/cassettes and teacher's guide, $109.00.

THE PSYCHOLOGY OF MASS PERSUASION is a filmstrip/cassette program that introduces high school students to an important positive and negative

influence on their lives--persuasion. Topics covered include attitude change and development, techniques of persuasion used by politicians, and propaganda.

SUCCEEDING IN A GROUP. 1981. Grades 4-6.

Society for Visual Education
1345 Diversey Parkway
Chicago, Illinois 60614
Price: 2 filmstrip/cassettes and teacher's guide, $44.00.

This program defines the skills needed to function in groups and gives intermediate students opportunities to develop those skills. The filmstrips present open-ended dramatizations of students in real-life situations. Issues addressed are being a leader or being a follower, fairness, compromise, and being a "good sport." Discussion, role playing, and group problem solving can be used to create endings for the stories.

WHO YOU ARE AND WHAT YOU ARE: UNDERSTANDING SEX ROLES, by Barry Fishman. 1982. Grades 7-12.

Guidance Associates
Communications Park
Box 3000
Mount Kisco, New York 10549
Price: 4 filmstrip/cassettes and teacher's guide, $149.50.

This four-part filmstrip program is designed to help secondary students "re-examine the concept of sex-roles in our society and how it has affected their own lives." The program presents an historical overview of sex roles, followed by interviews with men and women having diverse personal experiences regarding their own definitions of sexual identity. The teacher's guide provides discussion questions and related activities designed to help students probe these issues more fully.

WHAT IS SOCIOLOGY? 1976. Grades 9-14.

Guidance Associates
Communications Park
Box 3000
Mount Kisco, New York 10549
Price: 3 filmstrip/cassettes and discussion guide, $72.95.

Part of THE SOCIAL SCIENCES series, this program provides opportunities for students to examine and clarify values related to the discipline of sociology. The kit uses a hypothetical case study of a teenage girl and her hometown to introduce basic sociological concepts, five fundamental social institutions, and methods used by sociologists. Comments from sociologists are used to enhance student interest.

GAMES AND SIMULATIONS

BAFA BAFA, by R. Garry Shirts. 1977. Grades 7-Adult.

Simile II
218 12th Street
P.O. Box 910
Del Mar, California 92014
Price: $35.00.

In this game the 12 to 40 participants are divided into two culture groups, the friendly and relaxed Alpha culture and the hardworking and materialistic Beta culture. Visitors are exchanged between cultures in an effort to understand one another. The goal is to foster an understanding of the concept of culture, create feelings similar to those encountered when in another culture, and provide experience in observing and interacting with a different way of life. After initial instruction and time for students to become familiar with their "culture," the simulation can be completed in one to one and one-half hours.

IDENTITY, by Paul DeKock. 1975. Grades 10-12.

Interact
P.O. Box 997
Lakeside, California 92040
Price: $16.00.

In phase I of this unit students learn through case studies how Erik Erikson divides the problems of adolescence into seven identity areas: time, self-image, role experimentation, work, sex, involvement, and values. Students apply the identity areas to literary characters and to their own lives by completing various activities in phase II.

THE MARRIAGE GAME, by Cathy Greenblat and Others. 1979 (2nd ed.). 256 pp. Grades 12-adult.

Random House, Inc.
201 East 50th Street
New York, New York 10022
Price: $5.21.

THE MARRIAGE GAME, a simulation of the early years in a family life cycle, is designed to provide 12 or more participants with experience in making decisions common in marital relationships and to help them better understand marriage as a social system. Each of the seven to ten 50-minute rounds of play represents a year in the family life cycle, with participants making decisions concerning choice of mate, careers, budgeting, leisure time, vacations, sexual conduct, and children. The game is more effective with mature 12th-grade students or college students in sociology, human relations, or marriage and family relations courses.

OK: AN INTERACTION UNIT ON TRANSACTIONAL ANALYSIS, by Patricia and Noel Phelan. 1976. Grades 8-12.

Interact
Box 997
Lakeside, California 92040
Price: $16.00.

In the four phases of OK, students learn the process of transactional analysis. Phase I introduces three basic parts of the personality: the "Parent," "Adult," and "Child" ego states. The need for "strokes" is the focus of phase II. In phase III students learn about the various games people play. The final phase presents the model of how to stay OK. The various strategies include discussion, role play, keeping track of "strokes," and lecture. Each phase requires one week of class time; they may be taught consecutively or interspersed throughout a semester.

TEACHER RESOURCES

ACTIVITIES HANDBOOK FOR THE TEACHING OF PSYCHOLOGY, by Ludy T. Benjamin, Jr. and Kathleen D. Lowman. 1981. 244 pp.

American Psychological Association, Inc.
12000 17th Street, N.W.
Washington, D.C. 20036
Price: $11.50.

Nearly half of the 88 activities in this book are based on the activities column that appears in APA's HIGH SCHOOL PSYCHOLOGY TEACHER. The activities are grouped into eight topic areas: methodology, sensory processes and perception, learning and conditioning, memory and cognition, developmental psychology, social psychology, personality, and a miscellaneous category covering such concerns as animal behavior, sleep, mental illness, and creativity. The activities include actual experiments which can be conducted in class as well as demonstrations of psychological phenomena.

EDUCATION FOR AGING: A TEACHER'S SOURCEBOOK, by Fran Pratt. 1981. 206 pp.

Teaching and Learning About Aging
McCarthy-Towne School
Acton, Massachusetts 01720
Price: $10.00.

This teacher resource is designed to help teachers preparing to incorporate instruction about aging into their courses in biology, social studies, humanities, health, career education, and home economics. Rather than providing a curriculum guide or detailed lesson plans, the author has provided aids to help teachers develop their own instructional plans. These aids include background information, information about resources that can be used in the classroom, and such helps to planning as suggested activities and a discussion of appropriate goals and evaluation.

81 TECHNIQUES FOR TEACHING SOCIOLOGICAL CONCEPTS, by Reed Gursten and others. 1980.

American Sociological Association
1722 N Street, N.W.
Washington, D.C. 20036
Price: $6.50.

This book describes strategies for teaching such sociological concepts as ethnocentrism, social structure, communities as cognitive maps, roles and self-concept, norms, and alienation. Examples of handouts needed are provided.

THE PARENTHOOD HANDBOOK, by Stuart Lazarus. 1981. 146 pp.

Addison-Wesley Publishing Co.
Sand Hill Road
Menlo Park, California 94025
Price: $12.50.

THE PARENTHOOD HANDBOOK is designed to provide activities for teachers who wish to include parenthood education in their programs. The handbook provides ten activities for each of three major objectives: "to broaden students' perceptions of parenthood, to help students interact with infants and young children, and to help students make decisions about community services available to parents." Suggestions for using the activities in psychology and sociology courses are given.

PSYCHOLOGY TEACHER'S RESOURCE BOOK: FIRST COURSE, edited by Margo Johnson and Michael Wertheimer. 1979 (3rd ed.). 224 pp.

American Psychological Association
1200 17th Street, N.W.
Washington, D.C. 20036
Price: $11.00.

This book contains reviews of introductory texts, books of readings, and lab manuals; describes psychological journals and audiovisual programs; lists psychological equipment and animal suppliers; and concludes with bibliographies of materials suitable for students and teachers.

THE STUDY AND TEACHING OF SOCIOLOGY, by James A. Kitchens and Raymond H. Muessig. 1980. 90 pp.

Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, Ohio 43216
Price: $4.95.

Part of THE STUDY AND TEACHING OF SOCIAL SCIENCE SERIES, this book provides basic information about the discipline of sociology in chapters entitled "The Science of Social Life," "Sociology and the Social Structure," "Sociology and Human Behavior," "Sociology and the City," and "The Uses of Sociology." The final chapter in the book provides teaching strategies which can be used by teachers with widely differing philosophies. The activities are grouped under two general objectives: helping students investigate the socialization process and helping students consider the concept of norms.

TIPS FOR TEACHING PRE-COLLEGE SOCIOLOGY, by C. Frederick Risinger. 1976. 35 pp. Grades 9-12.

Social Science Education Consortium
855 Broadway
Boulder, Colorado 80302
Price: $1.95.

Focusing on sociology at the secondary level, this paper briefly outlines what sociology is and the major approaches to sociology in the secondary curriculum. The major part of the paper describes selected student learning activities. Teaching resources (organizations, professional journals, articles and books, and curriculum guides) are described in the last chapter.